

ÅKE INGERMAN
BRIEF CV, AUGUST 2017

Current position

Professor in Science and Technology Education

Department of Pedagogical, Curricular and Professional Studies (PCPS)

University of Gothenburg (GU)

Current commission

Dean of Faculty of Education, GU. <http://uf.gu.se/english/about-faculty/faculty-management>

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Date of birth November 30, 1973

Latest degrees awarded

2002 PhD in Physics with specialization in education, Chalmers University of Technology, Sweden. Thesis: *Exploring two facets of physics – Coherent current transport in superconducting structures. Phenomenographic studies of sense-making in physics*

Positions of scientific expertise

Application review panels: Member of Education review panel, Research Council for Culture and Society at the Academy of Finland, 2010 and 2012. Member of Educational Sciences Evaluation Panel (Didactic Aspects), Swedish Research Council, 2012 and 2014.

Editorial work: Member of the Editorial board for *Educational Research Review* (from 2010) and *International Journal of Technology and Design Education* (from 2013). Guest editor for special issue on phenomenography and variation theory in *Scandinavian Journal of Educational Research* (2016). Editor for *Acta Universitatis Gothoburgensis: Gothenburg Studies in Educational Sciences* (from 2010). Chair of review board and steering committee of book publisher *Kriterium* (from 2013), <http://www.kriterium.se/>.

Discussant at PhD seminars: three planning seminars, two 50% seminar, one licentiate seminar, and five final (90%) seminars. External reviewer for one PhD proposal. PhD seminar leader at the Faculty of Education, GU, 2012-2015.

PhD examiner: Member of seven (Sweden) and opponent/member of one (Norway) examination committee. External examiner for two PhD theses (South Africa).

Plenary talks and keynotes: Plenary talk at Fysikermøtet, organised by Norsk fysisk selskap in Røros, Norway, August 12 - 14, 2009. Invited lecture at the International Conference on Physics Teaching in Engineering Education (PTEE) in Wroclaw, Poland, September 10 -12, 2009. Keynote at the EARLI SIG9 conference “Disciplinary Knowledge and Necessary Conditions of Learning”, Oxford, England, September 1-3, 2014: “Collaborative meaning-making in group discussions: A phenomenographic perspective”

Reviewer for appointments/promotions: Reviewer for promotion, South Africa, and South Africa’s National Research Foundation’s rating of researchers. Reviewer for promotion to associate professor, Linköping University and Uppsala University. Reviewer for the three separate appointments of lecturers, Sweden.

Reviewer of journal and conference manuscripts: Since 2006 reviewer for 14 different international journals and 7 different international conferences.

Supervisor: Currently supervisor for four PhD students. Previously main supervisor of four (PhD’s awarded 2011, 2011, 2015, 2015) and engaged in the co-supervision of six (PhD’s awarded 2005, 2005, 2006, 2007, 2010, 2013, 2017).

Recent administrative positions

2010– Member and chair (since 2015), Board of the Faculty of Education (FoE), GU

2010–2012 Member of the library board, GU

2012–2013 Chair, Research Board, PCPS, GU

2012– Member and chair (since 2015), Recruitment and promotion board, FoE, GU

2015– Dean, Faculty of Education, GU

Major grants received

- 2002 Post-doc fellowship granted from the Swedish Foundation for International Cooperation in Research and Higher Education (STINT) for 18 months stay at University of the Western Cape, South Africa, 2002-2004. Project entitled "Learning physics in higher education: physics, research and practice".
- 2004 Four-year research grant (2005-2008) in physics education from the Swedish research council (VR-UVK). Project entitled "Expanding the physics discipline – considering issues of learning physics as a part of physics".
- 2005 Project leader for "Learning in groups: a multidisciplinary perspective on creating and participating in discursive spaces of learning" funded by VR-UVK 2006-2008.
- 2011 Project leader for "On the exploration, expansion and expression of experiencing technological systems across contexts: learning technology in the Swedish compulsory school" funded by VR-UVK 2012-2014.
- 2014 Co-applicant for "Rethinking Conflict: An investigation of how emerging conflicts can be utilized to promote learning" funded by VR-UVK 2015-(2017). Project leader Ilse Hakvoort, GU.
- 2014 Co-applicant for "Remoulding Engineering: Knowledge and Identity Perspectives on Project Work in Engineering Education" funded by VR-UVK 2015-(2017). Project leader Maria Berge, Umeå University.
- 2016 Co-applicant for "Investigating interactive science education at the university level: Combining variation theory with social semiotics as it relates to disciplinary representations and semiotic resources" funded by VR-UVK 2017-(2020). Project leader Cedric Linder, University of Uppsala.

Selected publications

1. S. Booth & Å. Ingerman (2002). Making sense of Physics in the first year of study, *Learning and Instruction* 12(5), 493-507
2. Å. Ingerman, C. Linder & D. Marshall (2009). The learners' experience of variation – Following students' threads of learning physics in computer simulation sessions, *Instructional Science* 37(3), 273-292
3. Å. Ingerman, M. Berge & S. Booth (2009). Physics group work in a phenomenographic perspective – Learning dynamics as the experience of variation and relevance, *European Journal of Engineering Education* 34(4), 349-358
4. B. Collier-Reed Å. Ingerman, & A. Berglund (2009). Reflections on trustworthiness in phenomenographic research: Recognising purpose, context and change in the process of research, *Education as Change*, 13(2), 339 - 355
5. B. Collier-Reed & Å. Ingerman (2013). *Phenomenography: From critical aspects to knowledge claim*. In J. Huisman & M. Tight (Eds) *Theory and Method in Higher Education Research. (International Perspectives on Higher Education Research, Volume 9)* Bingley, UK: Emerald, p. 243-260
6. S. Booth & Å. Ingerman (2015). The Pedagogical Potential of Phenomenography for Teacher Practice and Teacher Research. In P. Burnard, B-M. Apelgren & N. Cabaroglu (Eds), *Transformative Teacher Research. Theory and Practice for the C21st*. Rotterdam: Sense publishers. p. 25-38.
7. A. Rovio-Johansson & Å. Ingerman (2016). Continuity and development in the phenomenography and variation theory tradition. *Scandinavian Journal of Educational research*, 60(3), 257-271.
8. J. Lönngren, Å. Ingerman, & M. Svanström (2016). Avoid, Control, Succumb, or Balance: Engineering students' approaches to a wicked sustainability problem", *Research in Science Education*, doi:10.1007/s11165-016-9529-7